

**USING SPIDER WEB DIAGRAM TO IMPROVE STUDENTS' SKILL IN  
WRITING A HORTATORY EXPOSITION TEXT AT GRADE  
XI OF IPS 1 OF MAN 1 KOTA BENGKULU**



**Presented As a Partial Requirement for a “Sarjana” Degree in the English  
Language Education Study Program**

**THESIS**

**By**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF BENGKULU  
2014**

# APPROVAL

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## THESIS

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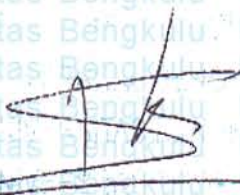
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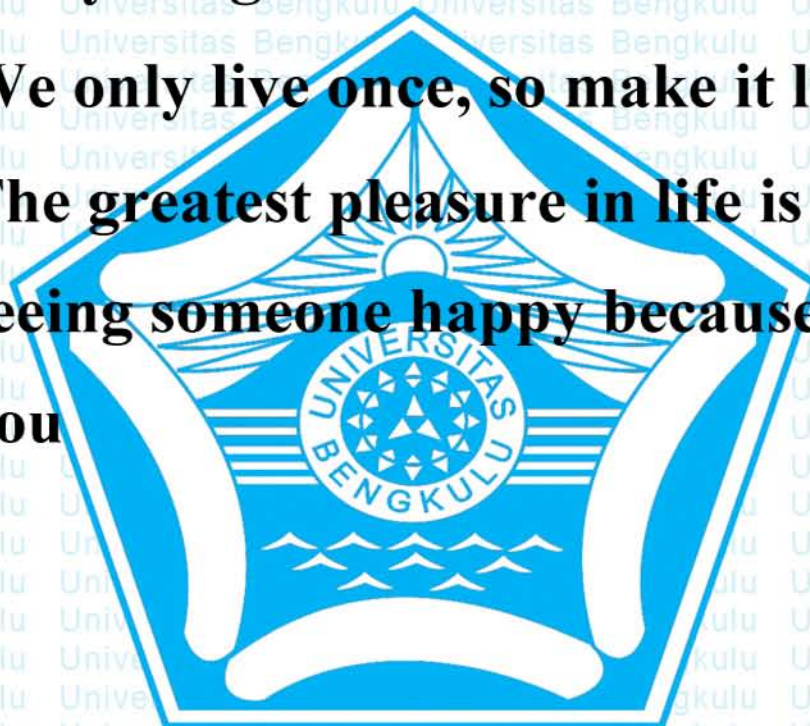


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# MOTTO

- **Bismillahirrohmanirrohim is the first key to get success in doing everything.**
- **We only live once, so make it life!**
- **The greatest pleasure in life is seeing someone happy because of you**





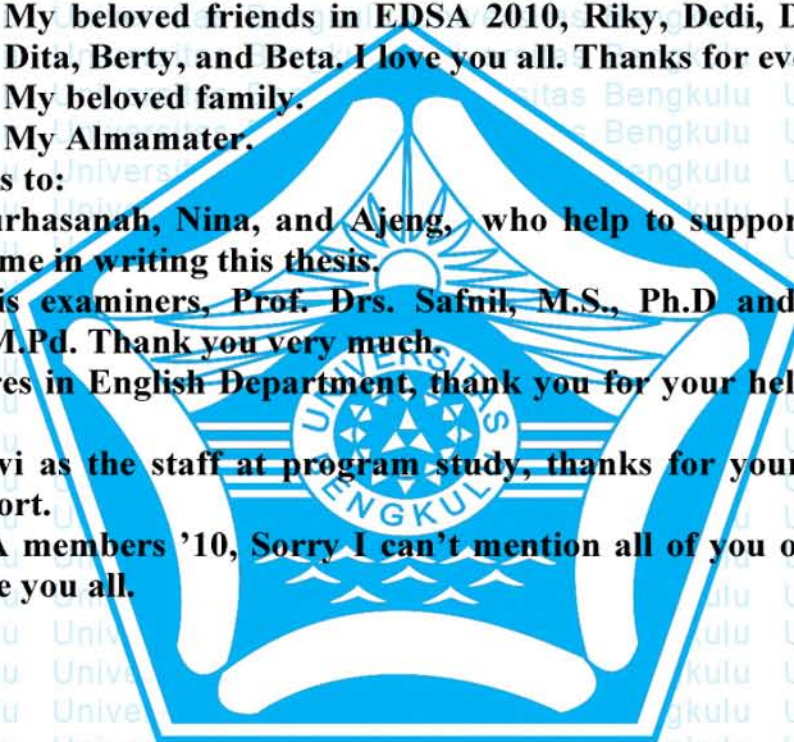
## DEDICATION

**With my greatest love and gratitude from the deepest of my heart, this thesis is dedicated to:**

- ◆ **Allah SWT and my prophet Nabi Muhammad SAW.**
- ◆ **My beloved parents, Ibu, Tuti and Ayah, Irwan. Thanks for all your loves, prays, supports, and patients. I love you.**
- ◆ **My best friends, Hendro Yunus, Erza Ramadhania, Meilinda Eltari Putri and Nurfutihah Intan. Thanks for all your supports and motivation. I love you.**
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In this opportunity, the researcher would like to say thanks to people who assisted during the researcher completing this thesis. The researcher would like to say thanks to

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9. And all the people that indirectly help her during the completion of this thesis.

Finally, the researcher believes that this thesis is still far from perfect. Therefore, constructive suggestion to improve this thesis is always welcome. Hopefully, the result of this research may give a useful contribution to the development of the education in Bengkulu province.

**Bengkulu, June 2014**

**The researcher**

## ABSTRACT

**Ramadhania, Fitri. 2014.** *Using Spider Web Diagram to Improve Students' Skill in Writing a Hortatory Exposition Text at Grade XI of IPS 1 of MAN 1 Kota Bengkulu.* Thesis. English Education Study Program of Language and Art Education Department. Faculty of Teacher Training and Education of Universitas Bengkulu. Supervisors: (I) Drs. Barnabas Sembiring, M.Si (II) Wisma Yunita, M.Pd.

This research was a classroom action research which aimed to explain the extent to which Spider web diagram can improve students' skill in writing a hortatory exposition text at grade XI of IPS 1 of MAN 1 Kota Bengkulu and to explain the factors that influence the improvement of the students' skill in writing a hortatory exposition text at grade XI of IPS 1 of MAN 1 Kota Bengkulu. The subject of this research was class XI of IPS 1 which consisted of 13 females and 15 males. The instrumentations of this research were writing test, students' observation checklist and field notes, teacher's observation checklist and field notes and interview. The data of this research was quantitative and qualitative data. The result of this research shows that Spider web diagram could improve 78.57% students of total students in writing a hortatory exposition text at grade XI of IPS 1 of MAN 1 Kota Bengkulu. There was an improvement of subjects who were able to pass the standard score ( $\geq 76$ ) from 32.14% in baseline data into 57.14% of students in the test in cycle 1 and finally became 78.57% in cycle 2. In addition, the factors that influence the improvement of students' skill in writing were teacher's factor (classroom management and teacher's explanation) and student's factor (students' attention, participation and interest).

**Key Words: Writing, Hortatory Exposition text, Spider Web Diagram**

## ABSTRAK

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Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk menjelaskan sejauh mana diagram Spider web dapat meningkatkan kemampuan siswa dalam menulis sebuah teks eksposisi hortatori di kelas XI IPS 1 MAN 1 Kota Bengkulu dan faktor apa saja yang mempengaruhi peningkatan kemampuan siswa dalam menulis sebuah teks eksposisi hortatori di kelas XI IPS 1 MAN 1 Kota Bengkulu. Subjek dari penelitian ini adalah kelas XI IPS 1 yang terdiri dari 13 perempuan dan 15 laki-laki. Instrumen yang digunakan adalah tes menulis, lembar observasi siswa dan catatan lapangan, lembar observasi guru dan catatan lapangan dan wawancara. Data dari penelitian ini data kuantitatif dan kualitatif. Hasil dari penelitian ini menunjukkan bahwa diagram Spider web dapat meningkatkan 78.57% siswa dari jumlah keseluruhan siswa dalam menulis sebuah teks eksposisi hortatori di kelas XI IPS 1 MAN 1 Kota Bengkulu. Ada peningkatan dari subjek subjek penelitian yang bisa melewati nilai standard ( $\geq 76$ ) dari 32.14% pada data awal menjadi 57.14% siswa pada tes di siklus 1 dan kemudian menjadi 78.57% pada siklus 2. Selanjutnya, faktor-faktor yang mempengaruhi peningkatan kemampuan siswa dalam menulis adalah faktor guru (manajemen kelas dan penjelasan guru) dan faktor siswa (perhatian, partisipasi dan minat siswa).

**Kata Kunci: Menulis, Teks Eksposisi Hortatori, Diagram Spider Web**



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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1. Background of the Problem**

Writing is one of important skills in English. It motivates students to think something creative and innovative. Writing can also improve students' critical thinking. For example, when the students want to write about a topic, they will think and find out some ideas about the topic and then write down their ideas in a sentence or a paragraph critically. This process can be affected by students' experiences and background knowledge. Usually, if the students have an experience in writing, they have known a technique of writing. They know how to start writing. O'Sullivan (2012) states that students' experiences affect students' participation in academic writing and academic environment. Students' background knowledge also has important part in writing. Students can be easier to write a topic which they know exactly. In writing, the students can also express their feeling. It means that they can write about what they feel such as happy, sad, and proud. In addition, the students can write about their daily life, family, country, cultures, politics and people around them.

Writing is a sequential process involving brainstorming, organizing ideas and revising. According to Spivey (2006) writing is a process required and combined more basic skills sequentially. In writing, students have to brainstorm their ideas. Brainstorming is an activity where students think about a topic and then generate their ideas. Then, they should organize their ideas in an outline. It helps them write the ideas in a sentence or a paragraph.

Furthermore, the students write the first rough draft and revise it. In revising the draft, the students have to check if they have written their main topic in the paragraph and used appropriate transition signals. Last, the students can write a final draft on the paper if they are sure that those aspects have been included in their paragraph.

Both teachers and students face some problems in teaching and learning writing. For the teacher, it is difficult to find or apply a certain approach or technique in teaching writing because the students have different personalities, background knowledge, English proficiency level, and learning styles. As Herrero (2007) states that a teacher or professor should create a supportive classroom because the students have different personalities and learning styles. Meanwhile, the students have no motivation in learning writing. They only write something in order to get a mark from the teacher. Yan (2005) states that many students of English Foreign Language write something or a topic in order to pass examination or get good mark from their teacher. It cannot motivate students to produce a product of writing. In addition, the other problem that is faced by the students is starting writing. Many students do not know what they had to write first. The last, the students cannot develop their ideas into a paragraph. As a result, they need much time to think the first sentence that is related to the topic.

Based on a preliminary study did by the researcher on January 23<sup>rd</sup>, 2014, it was found that 67.86% of students of MAN 1 Kota Bengkulu were below the standard score of writing (the score is  $\geq 76$ ) and 32.14% of students were good in writing. It was shown by their achievement in regular

evaluation and mid-semester test results. In addition, the English teacher of MAN 1 Kota Bengkulu, Ibu Budiarni, M.Pd in interview said that the students got difficulties in starting writing, brainstorming ideas and applying language aspects such as grammar and vocabulary. When the teacher asked the students to write about a topic, they did not know how to start writing. The students did not know what they had to write first because they had no background knowledge about the topic. Furthermore, most students found difficulties in brainstorming ideas. The students were not able to develop their main idea into a paragraph. Moreover, the students did not master grammar and had limited vocabulary. In short, most students thought that writing was very difficult.

There are many strategies to improve students' writing skill. One of the strategies is Spider web diagram. Botoni and Fish (2011) states that spider web diagram is a kind of graphic organizers that is used in brainstorming ideas. There are two reasons why spider web is considered to be an effective graphic organizer. First of all, spider web diagram helps students to think and generate ideas. When the students write a topic, they will think about their main idea first and then think about supporting ideas. For example, when the teacher asks the students to describe about person, they can write the main topic of a paragraph is about hair and supporting ideas can be black, curly and straight hair. Last, spider web diagram offers categories of ideas that will make the students easier to write about the topic. Dymoc (2010) states that the students should remember that spider web diagram discusses one main idea but it has categories for each idea. There are three categories in spider



web diagram. They are a general topic, main ideas and supporting details. The students can write a general topic of the writing test in the middle space of spider web diagram, a main idea in each space and supporting details in each space of main ideas. As a result, the students can see clearly the relationship between the main idea and the supporting ideas.

There are three previous research which found that spider web is an appropriate graphic organizer to improve students' writing ability. The first one is Rahmah (2010) found that spider web diagram can improve students' writing ability in generating ideas of writing a descriptive text. The second one is a research that was taken by Pratiwi (2010) found that spider web diagram or webbing concept can improve students' skill in writing a descriptive text. The last one is a research that was conducted by Lubis (2008) found that Spider map can improve students' skill in writing an anecdote text.

From those classroom action research about spider web diagram, it can be considered that spider web diagram can be one of appropriate graphic organizers in improving the students' writing skill. Therefore, in order to try to solve the identified problems and to give an effort to improve the students' writing skill with the support of the theories and the previous studies, the researcher conducted a research entitled "Using Spider Web Diagram to Improve Students' Skill in Writing a Hortatory Exposition Text at Grade XI of IPS 1 of MAN 1 Kota Bengkulu"

## **1.2. Identification of the Problem**

Based on the background of the problem above, the researcher identified several problems in the teaching and learning of writing skill. The first was the students did not know how to start writing because they had no background knowledge about the topic. The second was students had some difficulties in brainstorming ideas. They could not develop their main idea into a paragraph. The last was the students were not able to apply language aspects such as grammar and vocabulary. Based on the regular evaluation and mid-semester test result, the students' writing skill was below the standard score ( $\geq 76$ ).

## **1.3. Limitation of the Problem**

Based on the identification above, the researcher only focused on improving the students' writing skill especially on the students' difficulties in brainstorming ideas of class XI of IPS 1 of MAN 1 Kota Bengkulu in academic year 2013/2014 which consisted of 28 students. The reason why the researcher focused on this problem because brainstorming ideas was the most important part in writing. If the students could not brainstorm their ideas, they could not write about the topic. As a result, they did not know how to start writing. Based on the school syllabus, the researcher only focused the study on a Hortatory Exposition text.

#### **1.4. Research Questions**

Based on the limitation of problem above, this research was to answer the problems on the students' improvement of writing skill through Spider Web diagram. The research questions that were proposed in this study were as follow:

- 1) To what extent can Spider Web diagram improve students' skill in writing a hortatory exposition text at grade XI of IPS 1 of MAN 1 Kota Bengkulu?
- 2) What factors influenced the improvement of students' skill in writing a hortatory exposition text at grade XI of IPS 1 of MAN 1 Kota Bengkulu?

#### **1.5. Purpose of the Research**

Based on the research questions, the purposes of the study were as follow:

- 1) To explain whether or not Spider Web diagram can improve students' skill in writing a hortatory exposition text at grade XI of IPS 1 of MAN 1 Kota Bengkulu
- 2) To explain what factors influenced the improvement of students' skill in writing a hortatory exposition text at grade XI of IPS 1 of MAN 1 Kota Bengkulu

#### **1.6. Significance of the Research**

Theoretically, the significances of this research are the result of this research can be used as the input of information about the use of Spider Web

diagram to improve students' writing skill and as an additional reference for the next researcher who wants to conduct a similar research.

Practically, the significance of this research for the researcher herself is to enrich her knowledge about the useful strategy to improve the quality of teaching and learning process in the classroom. For the teacher, the result of this research can be used as the consideration to use spider web diagram to improve students' writing skill. In addition, this study can be used as an alternative way to motivate students to write better and also to help them in expressing their ideas in writing a hortatory exposition text. And for the students, hopefully this graphic organizer can help them to write a Hortatory Exposition text better.

### **1.7. Definition of Key Terms**

To avoid misunderstandings, the key terms of the research were divided as follow:

- Writing is a transformation of the writer's thought or ideas into a written text (Peim, 1993).
- Hortatory Exposition is a text used to persuade the reader that something should or not be the case (Indaryati, 2011).
- Spider web diagram is a kind of graphic organizer that is used in brainstorming ideas (Dymoc, 2010)



## **CHAPTER II**

### **LITERATUREREVIEW**

#### **2.1. Definition of Writing Skill**

Writing skill is a skill to express ideas, thoughts and feelings in a written form. Peim (1993) defines writing as transforming the writer's thought or ideas into a written text. Students' writing skill means that the students are able to write freely about their ideas in a good organization. As Tessema (2005) states that the writer's ideas should be presented clearly and in a good organization. Being a good organization, the students' writing should be correct in a choice of words, grammar and punctuation. It means that in writing, the students should master other skills like grammar and vocabulary.

Writing is a kind of process where the students not only should consider to the choice of words and sentences, grammar and the sequence of sentences but also contents, language use and mechanism. In writing, the students do a complex process which they have to think about a topic, brainstorm ideas and write the ideas in a written form. Weisman (1980) states that writing is an effective activity to arrange sentences and link them in a certain way.

In writing, the students can introduce an innovative and creative idea. The ideas can be from their thought or a research finding. Ezor and Lewis (1981) states the purposes of writing are to introduce an idea, to describe a process and also to conclude a topic or an idea. For example, there are some students who face some difficulties in learning English language. To solve this problem, the students can conduct a research about the factors that cause the difficulties in learning

English. After they conduct the research, the students can interpret the data and then write their findings of the research. Their findings can be a new idea about a strategy in learning English. In addition, the students not only can write about their findings but also their processes in conducting the research.

Writing is a process of transforming an oral language into a written language. The students can write anything that they want to tell to others. It can be seen in a letter. In writing a letter, the students can tell anything about themselves or important information to their friends and family in a written form. Heaton (1997) states that writing is a kind of effort to transfer oral language into a written form. It means that the students can communicate not only in oral form but also in a written form of communication with others.

Since writing is a transforming an oral language into a written language, it is difficult for the teacher to teach writing. Wang (2004) states that writing skill is difficult to be taught by the teacher because in teaching writing, the teacher should combine writing skill with other skills in order to make the students easy to transform and write their ideas into a written language. In addition, another factor that causes this problem is students' motivation. In writing, the students' motivation is low because they do not know what they have to write and how to write their ideas in a good organization.

In short, writing skill is a skill of expressing ideas or thought into a written language. It needs a combination of other skills such as grammar, reading and speaking in order to produce a good writing. It also should be correct in all of those aspects. Usually, it contains the writer's ideas which are written into meaning words. As Hyland (2008) states that writing is a process which the writer

puts their ideas into sentences or meaning words. It means that a good writing does not only depend on a correct grammar but also a choice of words which can lead the writer's thought or ideas.

### **2.1.1 The stage in writing process**

Writing is a productive skill. It means that in writing, the students should be able to produce a writing product that contains their ideas or their thought. To produce a good writing product, the students have to follow some steps in writing. There are some stages in writing. According to Spivey (2006) writing process is divided into six stages, they are:

#### **1. Pre-write**

As the first stage in the writing process, pre-writing is a step of writing where the students should find and produce information in writing. When students begin any writing project, they need to discover what is possible. The students need to locate and explore a variety of subjects. It means that in this step the students have to generate their ideas. They can write everything which is related to the topic. They can make a list of all ideas that they have on a paper.

#### **2. Organize**

The second stage in the writing process is organizing. Organizing is a step of writing where the students should organize and develop a sustained piece of writing. The students can organize their ideas into a paragraph. They have to think the supporting details that have relationship with the main idea or the general topic of their writing.

### 3. Write

In this step, the students write the first rough draft of the writing. The students write all their ideas without worrying about grammar and punctuation. They just need to write all of their ideas based on what kind of text that is asked by the teacher.

### 4. Edit

In this stage, the students have to look at the choice of words and sentences, and grammar of their writing. Then, they need to edit it if it is not appropriate with the sentence. The students not only have to make sure that there is no mistake on grammar and the choice of words but also there is a relationship between main ideas and supporting details.

### 5. Revise

Revising is a procedure for improving or correcting a work in progress. As the fifth and final stage in the writing process, revising is a step of writing where the students should re-examine and re-evaluate the language aspects that have created a piece of writing.

### 6. Share

The students published their writing to others to read.

In conclusion, writing is one of the language skills that should be learned beside speaking, reading and listening. The teaching of writing can be integrated with the teaching of other component of language skills such as listening, speaking, reading, grammar and vocabulary. The integration of both skills can make the students easy to understand about the materials of writing. As a result, the students can write everything that is related to the topic.



## 2.2. Exposition Text

**An exposition text is a piece of text that presents one side of an issue. The purpose of the exposition text is to persuade the reader or listener by presenting one side of an argument, which is the case or the case against (Greef, 1995).** It argues for or against a certain point of view based on a certain topic. The point of view is supported by facts and relevant information on that topic.

An exposition text usually has three sections. They are introduction, arguments and conclusion (Anderson and Anderson, 1997). The first section introduces the writer's point of view. This is where the writer states the topic that is addressed in the text. The introduction is important because this is where the writer establishes the point of view of the exposition. The next is argumentation. In this section the writer gives a series of arguments that aim to convince the readers or listeners. In each paragraph, the writer addresses one part of the exposition topic and makes a point, gives the reason for that point and then provides evidence for that point. The last section is a conclusion where the writer summarizes the arguments and reinforces the writer's point of view. In addition, an exposition should have a **title** or **heading**. This will introduce the topic of the text and may even show the writer's point of view on the topic.

Furthermore, there are two kinds of exposition text. They are analytical and hortatory exposition text. Coffin (2004) states that exposition texts present arguments to support the thesis statement in the orientation. This thesis places the writer's position on the essay. From the generic structure, what make big different is that an analytical exposition text ends with paragraph to strengthen the thesis

while a hortatory exposition text gives a recommendation for the readers or listeners.

Firstly, analytical exposition is a type of text that belongs to the type of Argumentation text where the text elaborates the writer's detailed thinking about the phenomenon surrounding (Indaryati, 2011). The social function of Analytical Exposition text is to persuade the reader that the topic that is presented is an important topic for discussion or attention. The text is written in the present tense and also uses rational processes, internal conjunction to state arguments and reasoning through casual conjunction and nominalization. This is an example of analytical exposition text.

### **Hand-held Computer Games**

My name is Thomas Park. I attend Sea view High School. I am firmly of the opinion that hand-held computer games should not be banned from schools.

} Thesis

Firstly, if they were banned, just imagine how many unhappy and lonely teenagers there would be. You can play with hand-held computer games at recess with your friends. Moreover, they can help you make new friends. So, the games encourage students to mix with one another.

Secondly, hand-held computer games don't interfere with our schoolwork. Yes, occasionally students would get caught playing with them in class. However, if there are proper rules and punishment, this can be kept under control.

} Arguments

Lastly, these games develop our hand-held coordination. They are quiet and so are not distracting! Therefore, I can't see why teachers would object to this!

My argument is conclusive: hand-held computer at school are harmless. Moreover, they are fun, help you make friends, can be controlled, and are good for us. Therefore, don't ban hand-held computer games!

} Reiteration

(Indaryati. 2011)

The example shows that the generic structure of analytical exposition text consists of thesis, arguments and reiteration. The first one is thesis. In the thesis, the writer introduces a main idea or a topic that will be discussed. Thesis is always in the first paragraph in the text of Analytical Exposition. The second one is arguments. In this part, the writer presents arguments or opinions which support the main topic. Usually in a text Analytical Exposition there are more than two arguments. The more arguments that are presented by the writer, the more confident the readers that the topics discussed by the writer is a topic that is very important or in need of attention. The last one is reiteration. In this part, the writer restates the writer's position. It is written at the end of analytical exposition text.

Secondly, hortatory exposition consists of two words, hortatory and exposition. Mentioned in the Concise Oxford Dictionary, Hortatory is included as an adjective which means tending or aiming to exhort. It means inclining or intending the readers or listeners to encourage or urge others to do something. While Exposition means a comprehensive description and explanation of a theory. In short, a hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, and research report. Walker and John (2001) state that in this kind of texts the speaker or writer needs some arguments as the fundamental reasons of the given idea. This is an example of a hortatory exposition text.

### **Integrated Pest Management**

There is no one best way to deal with pests in agriculture. Pesticides are commonly used, but this may cause many problems. That is why I feel that combining different management operation is the most effective way to control pests.

Thesis

The chemicals in pesticides may build as residues in the environment. This reduces the quality of farm produce. As well, pests can gradually become resistant to pesticides. This means the newer and sometimes stronger ones have to be developed.

Arguments

Some pesticides affect non target animals such as fish and bees. This affects the natural balance. Also aiming to completely wipe out agricultural pests may be very expensive. Sometimes pests' damage costs less than the method of control.

Understanding the ecology of the area helps a lot in pest control. Natural enemies can be used to control a pest. Pesticides would be chosen that do not affect the natural enemies. Therefore, I think integrated pest management is a safe and more effective option in agriculture.

Recommendation

*(Indaryati. 2011)*

The example shows that there are three generic structures of a hortatory exposition text. They are thesis, arguments and recommendation. The first one is thesis. It consists of an announcement of issue concern. In this part, the writer tells the reader an issue that he or she concerns. The second one is arguments. It consists of reasons for concern and leads to recommendation. The arguments contain some opinions of the writer that support the main idea. The more opinions that the writer writes, the more attractive a hortatory exposition text is. It is because the readers tend to believe in an event if there are many opinions that support in it. In addition, it will be better if the argument is not only a personal opinion of the writer but also can contain an expert's opinion. The last one is

recommendation. In this part, the writer states what should or should not happen or be done based on the given arguments.

### **2.3 Spider Web Diagram**

Spider web diagram is a kind of graphic organizers. Spider web diagram can be an effective graphic organizer of sorting ideas and the relationship between ideas. Mackinnon and Keppell (2005) states that Spider web diagram can summarize many concepts and potentially serve as a very effective mind map. This graphic organizer can also make writing processes become easy because Spider web diagram has categories which can make the students easy to link between main ideas and supporting ideas. As Papadopoulou (2003) states that when the information relates to a main idea, a Spider map can help with its organization.

Spider web diagram consists of three categories. Those are a general topic or theme, main ideas and supporting details. Dymoc (2010) states that the students should remember that Spider web diagram discusses one main idea but it has categories for each idea. In using Spider web diagram, the students have to think about the main ideas and the supporting ideas which are related to the general topic or theme.

In addition, spider web diagram has a center and a number of fine threads that form a network of lines. It places the general topic or theme in the center around which the main ideas and supporting details are linked. Spider web diagram may help the students to develop their general topic because in spider web diagram, the students can see clearly the relationship between the main ideas



and the supporting ideas. Lee (2007) states that ideas in spider web diagram consist of main ideas and sub-ideas which can make the writer resolve the problems in developing ideas. Thus, the students do not have to worry about how to develop their general idea into a paragraph.

Furthermore, spider web diagram can be used in brainstorming ideas. In Spider web diagram, the ideas can be in a keyword format, sentences or other items that has relationship with the general topic. Manoli (2012) states that Spider web diagram can represent words, ideas, and sentences which are linked to the main topic. Thus, it can be an effective graphic organizer to improve the students' writing skill. One of the reasons why spider web diagram is considered to be an effective graphic organizer is Spider web diagram helps the students to think and generate the ideas. When the students write a topic, they have to think about their main topic first, and then think about supporting details. For example, when a teacher asks the students to describe about a tree, they can write the main idea of the paragraph is about the leaf and the supporting ideas can be green, long or circle. In conclusion, spider web diagram can be used as one of effective graphic organizers in writing.

### **2.3.1 Steps of Spider Web Diagram**

There are some steps in using Spider web diagram. According to Botoni and Fish (2011) there are four steps in using Spider web diagram. The first step is writing the general topic. In this step, the students only have to write the general topic or theme in the center of Spider web diagram. The general topic is a key for the students to develop their ideas into a sentence or paragraph. In this part, the students do not need to think about the general topic yet. The second step is

brainstorming ideas. Brainstorming is the most important step in using Spider web diagram. In this step, the students have to think and develop their general topic into main ideas and supporting ideas. One main idea should have several supporting ideas. All of those ideas should be related to the general topic. In this step, the students' role is just thinking about the main ideas and supporting ideas. They do not need to write ideas in categories which are provided on a spider web diagram. In brainstorming ideas, the students also need to pay attention to what kind of text that they want to write. It can make them easy in brainstorming ideas. The third step is categorization. In this step, the students need to write one main idea and supporting ideas in each category. They have to separate between main ideas and supporting ideas. It means that the students should put the supporting ideas which have a relationship with the main idea. The supporting ideas can be three sentences or more. For example the main idea is about a good student, so the supporting ideas can be the students that have a high score, are discipline in learning process and active in a school organization. In addition, the students also have to make sure that the main ideas and the supporting ideas are related to the general topic. The last step is writing the text. In this step, the students have to develop their main ideas by using the supporting details that have been written in each category. They should develop it into a paragraph. In writing the text, the students should arrange their paragraph into the kind of the writing text which is given by their teacher. For example, if the teacher asks them to write a hortatory exposition text, the students have to write their paragraph into a hortatory exposition text form.

Furthermore, Dymoc (2010) divided spider web diagram into three steps. The first step is writing the general topic. In this step, the students only write the general topic in the center of a spider web diagram. The general topic can be a word or a sentence. Then, they can start to think about the general topic. The next step is writing main ideas and supporting ideas. After the students think about the general topic, they can decide the main ideas in each paragraph. They also have to think about the ideas that support their main ideas and write the ideas in each category of their main ideas. It means that in this part, the students learn how to brainstorm their ideas. In addition, the students also have to check if their main ideas have relationship with their general topic. It will make them easy in writing the text because they can see clearly the relationship between each idea in the spider web diagram. The last step is writing the text. If their main ideas and supporting ideas are completed, the students can write their ideas into paragraphs. They have to write the ideas based on kinds of text that they want to write.

## **2.4 Previous Study**

There were some previous findings related to the improving of students' writing skill by using spider web technique by researchers in different subjects of study. The first study was conducted by Rahmah (2010). The title was "Using Spider Web to Improve EFL Students' Ability in Writing Descriptive Text at the Seventh Grade of MTs Nurul Huda Malang." This study explored about the use of spider web technique to facilitate the students to brainstorm ideas in writing a descriptive text. The participants of this study were 26 students. The results suggested that spider web technique could be an effective tool used in the writing process to brainstorm ideas in writing a descriptive text.

The second research was conducted by Pratiwi (2010) entitled “The Implementation of Webbing Concept to Improve Seventh Graders’ Performance in Writing Descriptive Text at SMPN 13 Malang”. The research was aimed to investigate how webbing concept can improve students’ writing ability. The subject of this research was 39 students of VII-D in SMP Negeri 13 Malang in the second semester of 2009/2010 academic year. The result of this research showed an improvement of students’ writing. The result of the research showed that Webbing Concept successfully improved the seventh graders’ performance in writing descriptive text especially in terms of content, organization, and language use.

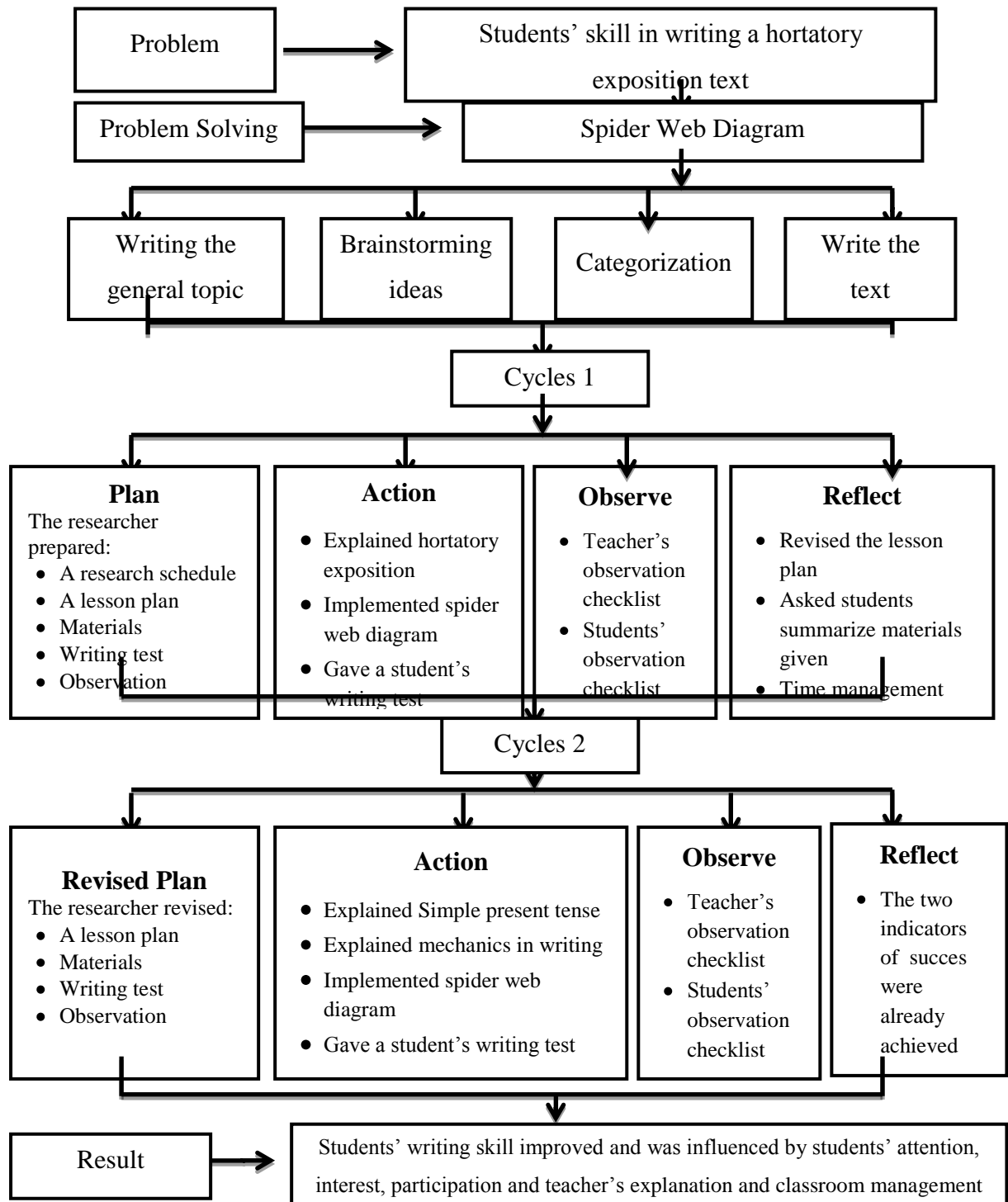
The last research was conducted by Lubis (2008) entitle “Improving the Students’ Achievement in Writing Anecdote Text through Spider Map Technique”. The aim of this research was to improve students’ achievement in writing by using Spider Map technique. This research was conducted at SMPN 1 Ranto Baek. The subject of this research was class IX that consists of 30 students. The result of this research suggested that English teachers could apply the Spider Map technique as one of the alternatives in teaching writing Anecdote.

In conclusion, this research was different from the previous researches. The differences were the participants, location and the type of text. The first research from Rahmah (2010) was implemented in MTs Nurul Huda Malang. The subject of her research was seventh grade students. The result of her research was the improvement of students’ ability in writing a descriptive text. In addition, the research from Pratiwi (2010) was conducted at Junior High School 13 Malang.

The subjects of the research were students grade VII-D. The result was the finding that webbing concept could improve students' ability in writing descriptive text. The last research was conducted by Lubis (2008) at SMPN 1 Ranto Baek. The result of this research showed that spider map could improve students' ability in writing anecdote text. In contrast, the researcher implemented Spider web diagram to improve students' skill in writing a hortatory exposition text. The research was conducted at grade XI of IPS 1 of MAN 1 Kota Bengkulu.



## 2.5 Conceptual Framework



Based on the conceptual framework above, it showed that the problem of this research was students' writing skill was below the standard score. Based on the problem, the researcher had a strategy to solve the problem. The strategy was Spider web diagram. Spider web diagram is a kind of graphic organizers that could be an effective strategy in brainstorming ideas. According to Botoni and Fish (2011), there are four steps in using Spider web diagram. They are writing the general topic, Brainstorming ideas, categorization and writing the text. The first step was writing the general topic. In this step, the students only had to write the general topic or theme in the center of Spider web diagram. They did not need to think about the general topic yet. The second step was brainstorming ideas. In this step, the students had to think main ideas and supporting ideas. The students' role was just thinking about the main ideas and supporting ideas. They did not need to write ideas in categories which were provided by Spider web diagram. They could write everything on a paper or note. The next step was categorization. In this step, the students needed to write one main idea and supporting ideas in each category. They had to separate between main ideas and supporting ideas. It meant that the students should put the supporting ideas which had a relationship with the main idea. The students also had to make sure that the main ideas and the supporting ideas were related to the general topic. The last step was writing the text. In this step, the students had to develop their main ideas by using the supporting details that had been written in each category. They should develop it into a paragraph. In writing the text, the students should arrange their paragraph into the kind of the writing text which was given by their teacher.

This research was conducted in two cycles. Cycle 1 consisted of four steps. According to Kemmis and McTaggart (in Burns, 2010) the steps are plan, action, observe and reflect. First of all, in the planning phase, the researcher prepared a research schedule, lesson plan and materials that were taught by using spider web diagram. The researcher also made an observation checklist and field notes and students writing test that was given at the end of the cycle. The next step was action. In action, the researcher did the action for teaching and learning process especially in writing activity based on the lesson plan by spider web diagram. The researcher explained definition, generic structure and language features of hortatory exposition text. The researcher gave and explained examples of hortatory exposition text. At the end of the cycle, the researcher gave a student's writing test. In the observation step the researcher was helped by the English teacher as a collaborator. The observation was done by the collaborator who observed the implementation of action stage by using a checklist and field notes. In reflection step, the researcher and the teacher as collaborator analyzed all of the actions that had been done in the classroom based on the collected data. The researcher analyzed the result of observation checklist and field notes and the result of students' writing test. In cycle 1, there were some notes that should be improved by the researcher. They were revising the lesson plan, managing time in teaching and learning process, asking the students summarize the materials given and paying attention to the students' difficulties. In addition, the result of cycle 1 did not achieve the indicator of success or did not improve students' skill in writing a hortatory exposition text. The researcher conducted the cycle 2.

Cycle 2 also consisted of four steps. They were plan, action, observe and reflect. In planning step, the researcher revised the lesson plan which more focused on Simple Present tense, modals and temporal connectives, observation checklist and fieldnotes and students' writing test. In action step, the researcher showed a funny video to attract the students' attention. The researcher explained the language features of hortatory exposition text such as Simple Present tense, modals (should, may) and temporal connectives (firstly, secondly, thirdly), and mechanics in writing such as punctuation and capitalization. In addition, the researcher implemented spider web diagram in writing activities. In the observation step the researcher was helped by the English teacher as a collaborator. The observation was done by the collaborator who observed the implementation of action stage by using a checklist and field notes. In reflection step, the researcher and the teacher as collaborator analyzed all of the actions that had been done in the classroom based on the collected data. The researcher analyzed the result of observation checklist and field notes and the result of students' writing test. It was found that the two indicators of success had been achieved. The result of this research was students' writing skill improved and was influenced by the students' attention, interest and participation and teacher's explanation and classroom management.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The research was classified as Classroom Action Research. Mettetal (2001) states that a classroom action research is a method to find out the best strategy or technique in the classroom in order to improve students' skill. It meant that to get the data and information that were needed, the researcher did the research by herself in the classroom. The researcher acted as a real teacher who taught writing to the students by using Spider Web diagram. In doing this research, the researcher was helped by a research collaborator to help defining and exploring certain problems and needs in the classroom. The research collaborator acted as an observer who observed the researcher who applied spider web diagram in improving students' writing skill.

#### **3.2 Research Setting and Subject**

This research was conducted at MAN 1 Kota Bengkulu. It is located at Jalan Cimanuk Km 6.5, Bengkulu. The subjects of this research were XI IPS 1 grade students of MAN 1 in academic year 2013/2014. There were 28 students which consisted of 15 males and 13 females. The average age of the students was around sixteen years old. The researcher chose this class because based on the preliminary study did by the researcher on January 23<sup>rd</sup>, 2014 the students' writing skill in this class was below the standard score. It was shown on their achievement in regular evaluation and mid-semester test result. Most of them

found difficulties in brainstorming ideas. They could not develop their ideas into a paragraph. They only wrote their main ideas without supporting ideas.

This research was conducted in the class with the English teacher of Grade XI IPS 1 of MAN 1 Kota Bengkulu as the research collaborator. In this Classroom Action research, the teacher was the observer of the action and the researcher was the teacher who took the action in this research.

### **3.3 Instruments of the Research**

There were some instruments that were prepared by the researcher in order to make the researcher easier in monitoring the implementation of teaching and learning activities. All of those instruments were described as follow:

#### **3.3.1 Students' Writing Test**

A students' writing test was given to measure the students' writing skill after Spider Web diagram had been taught. The test was given at the end of the cycle. The test consisted of one item where the researcher asked the students to write a hortatory exposition text. In designing the test, the researcher was helped by the English teacher of XI IPS 1 of MAN 1 Kota Bengkulu as a research collaborator.

#### **3.3.2 Observation checklist and fieldnotes**

The researcher employed observation checklist and fieldnotes to find out the qualitative data about the use of spider web diagram in teaching writing. There were two kinds of observation checklists and fieldnotes. The first one was a teacher's observation checklist and fieldnotes. It contained some specifications that were measured by a research collaborator. These



specifications were about the teacher's act and explanation about a hortatory exposition text and steps in using spider web diagram, and how the teacher guided and monitored the students in teaching and learning processes. The second one was students' observation checklist and fieldnotes. The indicators that were measured in this observation checklist were about the students' behavior, enthusiasm and participation in learning writing a hortatory exposition text by using spider web diagram. All specification above were the teacher's and students' activities in pre-teaching, while-teaching and post-teaching during implementing spider web diagram which were involved in a lesson plan. These observation checklists were also provided with a column for fieldnotes to give more detailed information about the observation checklists. In addition, the researcher used the Guttman scale (Riduwan, 2007: 90) which consisted of two optional checklists, yes or no. It was used to identify the improvement of the researcher and students in applying spider web diagram to write a hortatory exposition text.

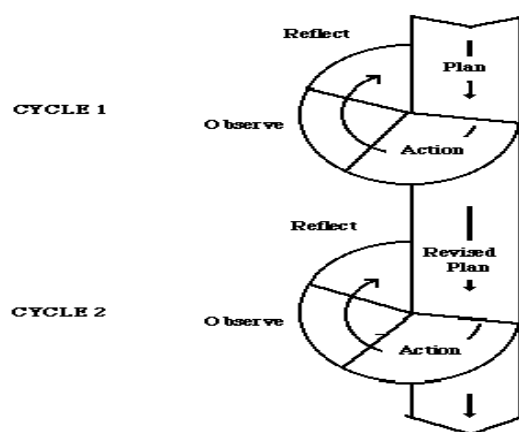
### 3.3.3 Interview

The interview that was used by the researcher in this research was a structured interview which the questions were totally made by the researcher (Nunan, 1992: 149). In this kind of interview, the interviewer asked five questions to the interviewees. The researcher interviewed all of the students. According to Arikunto (1996: 120) if the number of subjects in the population was less than 100, it would be better for the researcher to take all of the subjects. On the other hand, if the population was more than 100, the

researcher should take 10% - 15% or 20% - 25% based on some considerations. The students were interviewed in bilingual language and it was recorded by the researcher. The interview was given at the end of the cycle. It was done to find out the students' responses and opinions about the process of teaching and learning writing a hortatory exposition text by using Spider Web diagram.

### 3.4 Procedures of the Research

The design of classroom action research used in this study was a cyclical process, which consisted of four steps adapted from Kemmis and McTaggart (in Burns, 2010) as mentioned below.



*Table: Model classroom action research (Kemmis and McTaggart in Burns, 2010)*

#### 1) Plan

In the planning phase, the researcher prepared the lesson plan and materials that were taught to the students. The lesson plan was designed for the first, second and third meeting. The researcher also made an observation checklist and fieldnotes.

## 2) Action

In action, the researcher did the action for teaching and learning process especially in writing activity based on the lesson plan by using spider web diagram. The researcher did this action stage based on the procedures of spider web diagram that were written on the sequences below.

First, the researcher introduced a topic to the students. The researcher announced the topic by drawing a large oval on the white board and then writing the topic inside of it. Second, the researcher asked the students to think of ideas that were related to the topic. This brainstorming phase allowed the students to make use of their prior knowledge or experiences. The third step was categorization. The researcher encouraged the students to write one main idea and supporting ideas in each category and see the relationship between them. Fourth, the researcher asked the students to write a hortatory exposition text based on their ideas that were written on the spider web diagram. Last, the researcher gave a feedback to the students.

## 3) Observe

In this step, the researcher was helped by the English teacher as a research collaborator. The observation was done by the research collaborator who observed the implementation of action stage by using an observation checklist and fieldnotes. In addition, the research collaborator also wrote important notes about anything that happened during

implementing spider web diagram in teaching writing a hortatory exposition text.

#### 4) Reflect

In reflection step, the researcher and the English teacher as a research collaborator analyzed all of the actions that had been done in the classroom based on the collected data in every meeting. At the end of cycle 1, the researcher analyzed the result of observation checklists and fieldnotes and the result of students' writing test. The results of this reflection were taken as a consideration to plan the next action for the next cycle and to determine whether the next cycle or cycle 2 was needed or not. In addition, the researcher stopped the cycle if the indicators of success had been achieved by the students. On the other hand, if the indicators of success had not been achieved yet, the researcher would do the next cycle or cycle 2.

### **3.5 Technique of Collecting Data**

The researcher used some techniques in collecting the data which consisted of quantitative data and qualitative data as the following explanation:

#### **3.5.1. Quantitative Data**

The quantitative data was collected from the students' writing test. The writing test was constructed based on the syllabus of the school. The test consisted of one item where the students were asked to write a topic about "Wearing a Helmet when Riding a Motorcycle" into a hortatory exposition text form. The students' writing test was given at the end of cycle 1. It was done to see the improvement of the students' skill in writing a hortatory exposition text by using spider web diagram.

### **3.5.2. Qualitative Data**

The qualitative data was collected from the teacher's and students' observation checklist and fieldnotes and interview. In each meeting, the researcher collected the data from the teacher's and students' observation checklist and fieldnotes that had been fulfilled by the English teacher as a research collaborator. The collaborator filled the observation checklist sheets and write important notes about anything that the researcher and students did during implementing spider web diagram in teaching and learning a hortatory exposition text. At the end of the cycle, the researcher interviewed the students to know their responses or opinion about the implementation of spider web diagram in writing a hortatory exposition text in the classroom. The interview consisted of 5 questions. The researcher interviewed all of the students.

## **3.6 Technique of Analyzing Data**

### **3.6.1 Quantitative Data**

After gathering the data, the researcher continued to the next step that was analyzing the data. In analyzing data, the writer used a descriptive method. It meant that after identifying each of the students' writing products, the researcher described the samples that had excellent, good, fair to poor and very poor. Later, the result of this study led the researcher to take a conclusion. In analyzing the data, the following procedures were used. Firstly, the researcher gave a score to the students' writing test. The method of scoring that was used by the researcher was an analytic scoring which required a separate score for each of number of aspects. The aspects are content,

organization, vocabulary, language use and mechanic. According to Heaton (1997) the score was taken as follow:

**Content:**

- 30-27 excellent to very good: knowledge-substantive-etc.
- 26-22 good to average: limited knowledge of subject-adequate range-etc.
- 21-17 fair to poor: limited knowledge of subject little substance-etc.
- 16-13 very poor: does not show knowledge of substantive-etc.

**Organization:**

- 20-18 excellent to very good: fluent expression ideas clearly stated-etc.
- 17-14 good to average: somewhat choppy-closely organized but main ideas stand out-etc.
- 13-10 fair to poor: non-fluent expression ideas clearly stated-etc.
- 9-7 very poor: does not communicate-no organization-etc.

**Vocabulary:**

- 20-18 excellent to very good: sophisticated range effective word/idiom form, choice and usage-etc.
- 17-14 good to average: adequate range-occasional errors of word/idiom, choice, usage but meaning not obscured.
- 13-10 fair to poor: limited range –frequent errors of word/idiom form, choice, usage-etc.
- 9-7 very poor: essentially translation-little knowledge of English vocabulary.

**Language use:**

- 25-22 excellent to very good: effective complex construction-etc.
- 21-19 good to average: effective but simple construction-etc.
- 17-11 fair to poor: major problems in simple/complex construction etc
- 10-05 very poor: virtually no mastery of sentence construction rules-etc.

**Mechanic:**

- 5 Excellent to very good: demonstrates mastery of conventions-etc.
- 4 Good to average: occasional errors of spelling, punctuation-etc.
- 3 Fair to poor: frequent error of spelling, punctuation, and capitalization.
- 2 Very poor: no mastery of conventions-dominated by errors of spelling, punctuation, and capitalization paragraphing-etc.

**Total score:** Cont\_ + Org\_ + Voc\_ + Lang \_ + Mech\_ = \_



This research was successful if Spider Web diagram improved students' writing skill with the percentage of students who reach the standard score of  $\geq 76$  was  $\geq 75\%$  of the total students (100%). To measure the successful of this research, the researcher used the following percentage:

Category	Standard Score	Number of Students	Percentage
Pass	$\geq 76$	...	...
Do not Pass	$< 76$	...	...

Then, after getting the students' writing scores and frequency of students who passed and did not passed the standard score, the researcher analyzed the percentage of the students' writing scores by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where;

P = percentage number

f = number of students who pass/do not pass the standard score

N = total number of the students. (Sudijono, 2010: 43)

### 3.6.2 Qualitative Data

The qualitative data from the observation checklist and fieldnotes and interview were analyzed qualitatively in explanation form. Gay (2000) mentioned there were five steps in analyzing qualitative data;

### 1. Data Managing

The researcher collected and organized all the data gathered from the observation checklists and fieldnotes, and interview. The observation checklist and fieldnotes data was managed immediately for each action. The data was managed by the researcher based on the date of the data was taken. The researcher checked the completeness of the data and read the notes that were written by the collaborator in the observation checklist and fieldnotes sheets. The interview data was transcribed and translated in English. After all data were complete, the researcher did the next step.

### 2. Reading and Memoing

The researcher read all the data from the observation checklist and fieldnotes, and interview thoroughly. During reading the data, the researcher wrote some notes related to the data such as comments about the data that made the researcher easier to analyze the data.

### 3. Describing

All of the data that were collected from the observation checklists and fieldnotes, and interview were described in order to answer the research questions. The researcher wrote a description that pictured the condition of the research took places, where the data from and then explained more about the memo that the researcher had written in reading and memoing step. The description was in detail of the context and processes.

#### 4. Classifying

The data collected was classified based on the purpose of each instrument in the way to answer the research questions. The researcher classified all the qualitative data into categories that represented different aspect of the data. It was also classified into a group or table.

#### 5. Interpreting

The researcher interpreted the data into the conclusion which could answer the research questions about the implementation and students' perceptions toward the Spider Web diagram.

### **3.7Indicator of Success**

This research had two indicators to measure the successful of the research as the following:

1. Spider Web diagram could improve students' writing skill which shown by the percentage of students who reach the score of  $\geq 76$  is 75% of total students (100%).
2. The factors that influenced the changes of students' writing skill were proven by the observation checklist and fieldnotes and interview.